

Baton Rouge Community College

Academic Affairs Master Syllabus

Date Approved or Revised: July 28, 2008

Course Name: General Zoology

Course Number: BIOL 200

Lecture Hrs. 3

Lab Hrs. 3

Credit Hrs. 4

Course Description: Surveys the phylogeny, taxonomy and natural history of the animal kingdom. The course is designed to discuss zoological principles and examine in detail the divisions of the animal kingdom. Provides a laboratory component that coincides with the concepts of the lecture. This course is intended for majors in science, agriculture, or science education.

Prerequisites: BIOL 121, 121L

Co-requisites: None

Suggested Enrollment Cap: 30

Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Demonstrate a detailed knowledge of concepts in zoology in the areas of evolution, diversity, ecology, structure, classification and phylogeny of animals that will provide a foundation for future intellectual growth in science;
- Demonstrate a detailed knowledge of laboratory methods and practices of zoology in the areas of structure, diversity, ecology, classification and phylogeny;
- Relate the theoretical knowledge of zoological concepts gained from the lecture component to practical hands-on discovery of those concepts in the laboratory setting;
- Analyze, synthesize, evaluate, and apply the general zoological concepts to their own life, to the natural world, and to society;
- Use the scientific method to design, conduct and interpret laboratory experiments relevant to course content and to write concise and comprehensive laboratory reports in standard English;
- Gather data and record detailed notes in a laboratory manual or notebook while conducting scientific experiments and observations;
- Interpret biological images, scientific graphs and models used to illustrate concepts in zoology.

Assessment Measures: Assessment of all learning outcomes will be measured using the following methods:

- Instructor-designed exams will collectively assess a portion of the learning outcomes and will be administered during the semester as listed in the course syllabus.
- An instructor-designed comprehensive final exam, adhering to a department-determined content, will assess a portion of the learning outcomes and will be administered at the end of the semester.
- Instructor-designed or collaborative instructor-designed assignments will assess a portion of the learning outcomes and will be given as a portion of the total grade. Assignments will include written and oral work, problem solving projects, homework, and quizzes; all assignments will be graded using an instructor-designed rubric.
- Student data gathering and record keeping skills will be evaluated by instructor observation of the student laboratory manual or notebook using an instructor designed rubric.

Information to be included on the Instructors' Course Syllabi:

- **Disability Statement:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
- **Grading:** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor's and/or the department's policy for make-up work. For example in a speech course, "Speeches not given on due date will receive no grade higher than a sixty" or "Make-up work will not be accepted after the last day of class."
- **Attendance Policy:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
- **General Policies:** Instructors' policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
- **Cheating and Plagiarism:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
- **Safety Concerns:** In some programs this may be a major issue. For example, "No student will be allowed in the safety lab without safety glasses." General statements such as, "Items that may be harmful to one's self or others should not be brought to class."
- **Library/ Learning Resources:** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

Expanded Course Outline:

- I. Evolution of Animal Diversity
 - A. Basic Evolutionary Principles
 - B. Darwin's Theory and Principles of Evolution
 - C. Revisions of Darwin's Theory of Evolution
 - D. Microevolution Within Species
 - E. Macroevolution and Major Evolutionary Events

- II. Animal Ecology
 - A. Environment and the Niche
 - B. Populations
 - C. Community Ecology
 - D. Ecosystems
 - E. Biodiversity and Extinction

- III. Animal Architecture
 - A. Animal Body Plans and Complexity
 - B. Components of Metazoan Bodies
 - C. Complexity and Body Size

- IV. Classification and Phylogeny of Animals
 - A. Classification and Species
 - B. Theories of Taxonomy
 - C. Major Divisions of Life
 - D. Major Subdivisions of the Animal Kingdom

- V. The Animal Kingdom – Form, Function and Phylogeny
 - A. Protozoans
 - B. Sponges
 - C. Radiate Animals
 - D. Acoelomate Bilateral Animals
 - E. Pseudocoelomate Animals
 - F. Molluscs
 - G. Segmented Worms
 - H. Arthropods
 - I. Lesser Protostomes
 - J. Echinoderms and Hemichordates
 - K. The Chordates